

<u>Timeline</u>	<u>Topic</u>	<u>Key concepts and knowledge</u>	<u>Skills development</u>	<u>Rationale</u>
2 to 3 lessons	Name Plates 'Me'	<p>To create a name plate for the front of the students sketchbook linked to 'self' - a personal response.</p> <p>Sense of pride and presentation.</p> <p>Understanding of good composition and placement.</p>	<ul style="list-style-type: none"> • Developing basic planning and drawing skills • The use of Colour • How to plan letter forms. • Using personal ideas 	Initial assessment of students' ability.
Term 1	<p>Art Skill Set Part one <u>TONE & TEXTURE</u> (Drawing)</p> <p>Insects</p>	<p>To develop knowledge and understanding of the basic elements of 'drawing'.</p> <p>Visual elements -Shape, Tone, texture, form.</p> <p>The application of knowledge an understanding – Theory and the use of key vocabulary/ language in drawing.</p>	<ul style="list-style-type: none"> • Basic drawing skills. How to break-down an image. • Pencil shading. • How to create form, mark making, texture • Building on their skill to draw an insect. 	<p>This unit is about giving all students the basic skills needed to create an artwork.</p> <p>Building confidence in the use of shading, mark making and the basic concepts for drawing.</p>

<p>Term 2</p>	<p>Art Skill Set Part Two COLOUR (Drawing and painting)</p> <p>Abby Diamond Birds</p>	<p>Developing knowledge and understanding of ...</p> <ul style="list-style-type: none"> • What is a colour wheel and how can they use it? • What an illustrator’s job entails and jobs that use colour theory. • How to Research an artist and develop the basic skills to analyse an artwork. • How the creative development process works linked to the Art assessment objectives. <p>The creative development process used in art linked to the assessment objectives.</p> <p>Understanding of the design process and the illustration industry.</p>	<p>Applying skills from skill set one (basic drawing) to develop work</p> <ul style="list-style-type: none"> • Create a colour wheel developing basic skills in using a paintbrush and how to mix colours. • Drawing skills • Tone/shading • Mark making • Experimenting with colour and water-colour paints. <p>Developing a final piece combining drawing, colour theory and painting skills taught within the project, (Inspired by Abby Diamond).</p>	<p>This unit is about giving all students the investigation skills required at a basic level.</p> <p>Introducing the concept of the 4 Assessment Objectives, building upon any prior knowledge of other artists and designers.</p> <p>Demonstrating how aspects of other artists’ work impacts upon their own work.</p> <p>Building of drawing skills and planning a drawing.</p> <p>Building an understanding of colour and paint.</p>
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<p>Term 3</p>	<p>Art Skill Set Part Three <u>PATTERN</u></p> <p>Yinka Shonibare</p>	<p>The development of a project across all assessment objectives. Introducing the concept of a <i>personal response</i>.</p> <ul style="list-style-type: none"> • Research and investigation into Art, Designers, Architects throughout history. • Developing understanding of artist and designer inspiration and techniques linked to culture. • Developing understanding of how the world around them and how life experiences influence the work of artists across history. • Developing skills in creativity and pattern construction. 	<p>Applying skills from skill set one and two (basic drawing and colour theory) to develop work</p> <ul style="list-style-type: none"> • painting 	<p>This unit is about allowing students to further their investigation skills, looking at the artist Yinka Shonibare and different cultures.</p> <p>Applying knowledge to develop their <i>own</i> ideas/concepts.</p> <p>Introducing the concept of themes/ideas within their own work, building upon any prior knowledge of other artists and designers.</p> <p>Demonstrating how aspects of other artists' work impacts upon their own work.</p> <p>Developing understanding of patterns are designed and drawn.</p>
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